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ABSTRACT

This handbook provides information to assist elementary and secondary schools in becoming more international in their approach to and in the content of their curriculum. It is directed to teachers and students as well as administrators. An initial section summarizes 118 responses to a questionnaire mailed to members of the National Association of Independent Schools in 1976. Results indicate that many are interested in international/global education, but few presently use an international curriculum in any specific subject. In a section directed toward students interested in study abroad, there are eight questions to consider and a list of 25 international programs. The descriptions include grade level, length of program, type of schedule, and participating countries. A section for teachers discusses the philosophy and methodology of global studies. Model frameworks for developing curriculum units are presented. Frameworks are provided for five topics on the historical dimension of global studies, planetary environment, futuristics, conflict resolution, and global population and resources. The handbook concludes with a directory of 43 organizational resources such as American Friends Service Committee, Institute for World Order, and Office of Intercultural Education. These organizations sponsor programs, publish curriculum materials, and encourage cooperation among schools and nations. (AV)

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INTERNATIONALIZE YOUR SCHOOL

a handbook

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Photo credit - NASA. Apollo 17 View of Earth. A fantastic view of the sphere of the Earth as photographed from the Apollo 17 spacecraft during the final lunar landing mission in NASA's Apollo program. This photograph extends from the Mediterranean Sea area to the Antartica south polar ice cap. Note the heavy cloud cover in the Southern Hemisphere. Almost the entire coastline of the continent of Africa is clearly delineated. The Arabian Peninsula can be seen at the northeastern edge of Africa. The large island off the southeastern coast of Africa is the Malagasy Republic. The Asian mainland is on the horizon toward the northeast.

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INTERNATIONALIZE YOUR SCHOOL

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"I wonder if we have really got much beyond the nursery rhyme of an earlier generation:

Little Indian, Sioux or Crow,
Little frosty Eskimo,
Little Turk or Japanee,
O! don't you wish that you were me? . . .

You have curious things to eat,
I am fed on proper meat;
You must dwell beyond the foam,
But I am safe and live at home.

Robert Louis Stevenson

"Even assuming that the types of courses we are discussing are taught well and spread widely in the school system, they will not adequately develop a sense of world citizenship for another, more basic reason. They are merely additional or even peripheral to an educational system that is basically engaged in turning out non-world citizens. What might be called the 'our gang' approach to the human experience permeates our schools and those of other countries as well. It is strongly reenforced by indoctrination at home and conditioning throughout society."

Edwin O. Reischauer, Toward the 21st Century: Education for A Changing World, Vintage Press, New York, 1974 (pp. 174-175).

I. INTRODUCTION

The NAIS Teacher Services Committee charged the ad hoc Committee for International and World Education with the responsibility of developing suggestions for member schools to use as they create courses and programs in the important area of international studies and exchange. The title for the ad hoc Committee was carefully chosen not only to express concern for the great need of understanding among nations, but also to stress that the focus is not upon nations as separate entities, but upon nations from a total world perspective.

This handbook represents the Committee's first effort in response to its charge. Included, the reader will find a statement of the Committee's purpose, a summary of the responses to the questionnaire on programs and practices in the area of international education sent to NAIS secondary schools, suggestions on how to choose a study abroad program, and an annotated list of some programs. There are also some model curricular materials for use in the classroom, either for developing new courses or for enriching existing ones, and a list of organizations that will be helpful resources to teachers as they organize courses.

The ad hoc Committee hopes that the following pages will be of service to teachers in all disciplines, and that this reference material will make the task of gaining new perspectives in international education less difficult for teachers and students alike. Above all, the Committee hopes that all schools will join in recognizing the urgency for greater mutual understanding among peoples of different backgrounds and nations.

Richard P. Hall, Chairman

II. STATEMENT OF PURPOSE

The primary purpose of the Committee for International and World Education is to focus attention upon the fact of an interdependent world. Internationalism is becoming increasingly important as a prime objective in education. Unless we have an image of the future, and of the present as it truly is, education is useless. The message is one of priorities. People must find ways to understand and experience that which will effectively open the minds of human beings to their responsibilities to other individuals, other cultures and nations, and to gain personal awareness of the world as a whole. Implicit herein is an insight into at least one other culture, preferably one which is radically different from one's own.

The Committee is established in the belief that it is a major responsibility of schools to do their part in creating a world beyond nationalism in all parts of the curriculum and program, and to provide the intellectual and practical conditions in which the tremendous challenges that confront students can be perceived, understood, and responsibly met. We are increasingly aware that the inhabitants of earth must rely on each other for the quality of the environment, for vital resources and economic development, and for security.

The immediate task of the Committee, therefore, is to provide information which can readily assist schools in becoming more international in their approach and in the content of their curriculum.

III. SUMMARY OF QUESTIONNAIRES

The questionnaire described here was sent to all NAIS member schools on 11 March 1976. The total number of returns was 118, (14.8%). In some of the answers below, the numbers do not total 118 or 100% because schools either did not answer the question or provided more than one answer.

I. Data on Schools Responding

A. 70 schools (59.3%) list themselves as "Day Schools" only.
33 schools (28.0%) list themselves as "Day and Boarding".
12 schools (10.2%) list themselves as "Boarding" only.
3 schools (3.5%) did not respond.

B. School population sizes range from a low of 48 students to a high of 3,700.

C. Most numerous grade levels reported are: K-12 (41 schools)
9-12 (29 schools)
7-12 (18 schools)
1-12 (5 schools)

D. Foreign languages being taught at responding schools show the following frequency of mention:

French	109 listings	(92.4%)
Spanish	101 listings	(85.6%)
Latin	63 listings	(53.4%)
German	52 listings	(44.1%)
Russian	26 listings	(22.0%)
Greek	17 Listings	(14.4%)
English as a second language	4 listings	(3.4%)
Chinese	2 listings	(1.7%)
Italian	1 listing	(.8%)
Malay	1 listing	(.8%)
Turkish	1 listing	(.8%)

II. Responses to Questions

A. Is your school interested in international/global education?
8 schools (7%) indicate no interest to low interest.
38 schools (33%) indicate neutral to moderate interest.
69 schools (60%) indicate high interest.

B. Is your school interested in exchange or travel/study programs abroad?

10 schools (8.9%) indicate no interest to low interest.
40 schools (35.7%) indicate neutral to moderate interest.
62 schools (55.4%) indicate high interest.

C. Would an NAIS workshop on the theme of global education be of interest to your school?

15 schools (13.5%) indicate no interest to low interest.
46 schools (41.4%) indicate neutral to moderate interest.
50 schools (45.0%) indicate high interest.

D. What services, support, materials, information or advice would you find helpful from NAIS with regard to international/global education?

The responses to this question were varied, consisting mainly of short comments of a few words. They grouped themselves into a few categories, presented below in diminishing order of mention: information on exchange/travel opportunities and programs; curriculum materials; information on other schools' programs and activities; information about evaluation of programs and organizations; workshops and conferences.

E. To what international/global organizations does your school belong?

American Field Service	19	(21.8%)
English Speaking Union	10	(11.5%)
The Experiment in International Living	5	(5.7%)
School Year Abroad	4	(4.6%)
European Council of International Schools	3	(3.4%)
Interalp	2	(2.3%)
International Schools Association	2	(2.3%)
Council on World Affairs	2	(2.3%)
American Friends Service Committee	2	(2.3%)
None	37	(42.5%)

Mentioned only once are: Open Door, Youth for Understanding, Intercultural Exchange, Americans Abroad, Association for Asian Studies, Society of the Sacred Heart, World Without War Council, World Peace Through Law, Council on International Educational Exchange, American Friends of the Middle East, "a French lycée", World Council of Curriculum, Holy Catholic Church, American Farm School, ASSIST, Waldorf Schools, Venezuelan Association of North American Schools, South American Association of North American Schools, Association of Colombian-Caribbean American Schools, International Fellowship, German-American Partnership Program, Rotary International Program, Old Neareast College Association, International Student Placement Service, Organization of American States.

F. With how many schools in what foreign countries does your school have connections or affiliations?

Europe	23	(England, France, Germany, Switzerland, Spain)
Asia	13	(Japan, Nepal, Lebanon, Tahiti, Taiwan, Saudi Arabia)
Africa	5	(Tangier, Botswana, Swaziland)
Central/South America	5	(Ecuador, Venezuela, Colombia)
North America	5	(Canada, Mexico, U.S.A.)
West Indies	2	(Jamaica, Dominican Republic)
Australia/New Zealand	2	
"Worldwide"	2	
None	55	

G. Does your school use an international curriculum in any subject?

71 schools answer no.

5 schools indicate they don't understand the question.

14 schools answer yes, indicating curricula as follows: World Cultures (social studies); Contemporary World Politics, and international aspects in Economics, Sociology and Anthropology; "Local Color" in social studies and language; Global Studies (Grades 3-6), and India and China (Grades 7&8); Ancient/modern history (Grade 10) and Modern European History (Grade 11); International Baccalaureate; Russian history and Asian history; International focus in most humanities courses; Intercultural course with area studies in Latin America, Africa, and Asia; Latin American seminar; The Man-Made World; The Non-Western World.

H. What international school programs do you know well and would you recommend to others?

The most frequently mentioned were: The Experiment in International Living, American Field Service, English Speaking Union, School Year Abroad, Interalp, Northfield Mount Hermon Abroad, ASSIST, American Institute for Foreign Study.

Prepared by Theodore Gochenour

IV. CHOOSING A STUDY ABROAD PROGRAM

The following questions and answers, written for students, have been selected and compiled by Harrison F. McCann, former Director of the Northfield Mount Hermon Summer School and currently President of School Year Abroad. Since the list of programs which follows in Chapter V. represents the range of programs which exists, and about which we are aware, it seems appropriate to precede it with a series of guidelines on choosing a program.

To the student: If you have been thinking about studying or traveling abroad, you may have found the number and variety of programs slightly overwhelming. You want the experience to be rewarding, exciting, educational, fun. You want to get your money's worth - and yet, the variety and quantity of programs confuse you. What country? Or countries? Study or travel? Where to live? High spots or total immersion? Which sponsor?

ANSWER THESE QUESTIONS AND SOME OF THE CONFUSION WILL GO AWAY!

1. What are you interested in?
   Do you want to see a number of foreign countries from a bus or train window? Or do you want to get on the inside of the country, get to know some people well, share their lives, learn what it is to be French - or German, or Japanese, or Greek?

2. Does the program offer it?
   If you've decided you want to experience the life of a French student with French parents and the program promises a whirlwind tour of Western Europe, you are not going to be happy.

3. Where will you live?
   Most foreign countries have American-style hotels where, you guessed it, you can meet a lot of Americans. Those who travel from dorm to dorm or hotel to hotel meet other people doing the same thing. There is nothing wrong with this. But if you want a deeper experience, look for a program that puts you in touch. If family homestays are provided, how are the families selected? How many students per family? Too often "family stays" are nothing more than boarding houses.

4. Who are your leaders?
   Are they in it for a free trip or because they have knowledge and experience of the country that they want to share with you? The leader can make or break the trip. Make sure he or she is a leader, not someone skilled in selling a program in return for a free ride.

5. How are you selected?

Are you expected to meet certain qualifications or are you just buying a ticket? After all, your program will be more rewarding if you share it with people who are looking for the same kind of experience you want. How many will be with you? Is financial aid available?

6. Is there an orientation?

Most young people will get more out of study abroad if they spend a little time with their group before taking off. It is more than a language review. It should help you cope with the unexpected and build confidence in your ability to interact with people of a different culture.

7. What will you be studying?

Are there high academic expectations? Who will be teaching you? Will they know you and understand your needs? This whole area can be one of the most misunderstood and misleading parts of study abroad programs. Will you be placed into classes with students from other groups?

8. Who sponsors the program?

Are they experienced? Do they assume responsibility for all aspects of the program - travel, family stay, accomodations? Or do they subcontract these essential services to organizations over whom they have no control?

In summary, be aware of:

1. Exaggerated and unrealistic claims - flashy "come-on" pictures and phrases.

2. Leadership determined by ability to recruit.

3. The acceptance of any student who can pay.

4. Living in dorms or hotels while abroad - which automatically means that English will be the spoken language (even in language programs), and that the American enclave abroad is unavoidable.

5. No orientation - or orientation by mail.

6. The lure of "a lot of free time to explore the foreign culture on your own." Sounds great ... and it is, for certain people who have had a meaningful cross-cultural experience and do know how to go about it.

7. Study programs which are handled by organizations other than the one organizing the trip.

8. Program fees which appear "inexpensive" when compared to similar programs. Be alert to possible "hidden fees"

such as those for transportation, noon or evening meal, excursions, and entrance fees to museums, monuments, etc.

None of these "danger signals" automatically means that the program is not worthwhile. They do mean that you should be extra inquisitive.

In conclusion, any organization offering a program abroad has a reputation to build and to maintain. The best advice for you is to BE INQUISITIVE - ASK QUESTIONS UNTIL YOU ARE SATISFIED. Be sure to consider the reputation and experience of the program. Request directly from the program director names and addresses of previous participants, and then write of call them for their opinions and reactions.

V. INTERNATIONAL PROGRAMS

This list is not meant to include all programs. It is a compilation of programs about which we have heard and in which we have some personal experience, either directly or indirectly. We are not making recommendations; rather we present this list for your investigation. We are sure that there are omissions, as the number of programs in this area is great, and we welcome the receipt of information about other programs that might be included. If warranted by the response, an addendum will be published.

ACADEMIC YEAR ABROAD 221 East 50th St. New York, NY 10022	Juniors, seniors or post-graduates in Paris & Madrid.
AMERICAN FARM SCHOOL 380 Madison Ave. New York, NY 10017	High school aged students. Six weeks in Greece. Work project in village near school. Tours of other areas of Greece included. American counselors. Summer.
AMERICAN FIELD SERVICE 313 East 43rd St. New York, NY 10017	Juniors & seniors. Over 50 countries. Usually family living and a year in school in a foreign country. Also a summer program. Program is usually begun by formation of a local chapter which will raise money and receive a foreign student.
AMERICAN INSTITUTE FOR FOREIGN STUDY 102 Greenwich Ave. Greenwich, CT 06830	Juniors & seniors. 4-5 weeks. 14 countries. 10 students supervised by American teacher live in a school setting and study abroad. Travel at end of program. Summer and school year.
THE BIKING EXPEDITION, INC. RFD 2 Hillsboro, NH 03244	Ages 14-17. Groups of 8-11 students with 2 adult leaders bike through England and Scotland. 24-30 days.
DIDAC SERVICE 3 Channing Pl. Cambridge, MA 02138	Junior & senior student exchanges. Summer and during school year.

ENCAMPMENT FOR CITIZENSHIP, INC. 2 West 64th St. New York, NY 10023	Ages 16-19. 60 people. No tuition. Live, study, work together on intercultural workshops. Summer (in the U.S.).
ENGLISH SPEAKING UNION 16 East 69th St. New York, NY 10021	Exchange programs for seniors. Many independent schools involved in the program.
EXPERIMENT IN INTERNATIONAL LIVING Brattleboro, VT 05301	Ages 14-18. World-wide. Summer: 11 students and leader live in different homes in same area for 3-4 weeks. Travel within country. 6-8 weeks total. Semester: study programs to Ireland, France, Germany, Italy, Mexico. For sophomores, juniors, seniors, recent graduates.
FRANCO-AMERICAN COMMITTEE FOR EDUCATIONAL TRAVEL AND STUDIES (FACETS) 683 Fifth Avenue New York, NY 10022	Juniors & seniors. Semester year in France, study programs and tours - Winter/spring, 8-day educational tours to France, Spain, Italy, Germany, England & Montreal. France - high school/college with homestay.
FOREIGN STUDY LEAGUE Pleasantville, NY 10570	Junior high and high school students. Spring & summer in 7 Western European countries. Also direct exchanges. Spring - 9 day program. Summer - 15-35 day program.
INTERALP 126 Alexander St. Princeton, NJ 08540	Ages 15-20. Semester program to Greece or Kenya. Full academic credit.
INTERNATIONAL CHRISTIAN YOUTH EXCHANGE (ICYE) 55 Liberty St. New York, NY 10005	High school student exchanges for 1 year. 25 nations. 500 exchange students per year.
INTERNATIONAL CULTURAL EXCHANGE Box 1965, 290 South Wagner Rd. Ann Arbor, MI 48106	High school students live with a family for 1, 2, or 6 months to full year. Latin America, Europe and Mexico.

LISLE FELLOWSHIP, INC. 511 Meadow Hill Dr. Rockville, MD 20851	Older youths. Groups of 12. 6 week Institute of Intercultural Human Relations (multi-lingual and multi-cultural education overseas.)
NORTHFIELD MOUNT HERMON SCHOOL East Northfield, MA 01360	1. Grades 10-13. Summer abroad, 6 weeks. France, England, Germany, Spain, Taiwan. Live with family, study and travel in group of 12 with 2 leaders. 2. American Language Academy. Foreign high school students learn English as a second language. 6 week program including 3 week home stay.
OPEN DOOR Student Exchange Program 180 Hempstead Turnpike West Hempstead, NY 11552	High school students, ages 15-18. Exchange with Latin America during summer months.
OPERATION CROSSROADS AFRICA 150 5th Ave. New York, NY 10015	Juniors & seniors. 6 weeks. Summer. Caribbean Islands, Belize and Guatemala. Group of 8-10 students spend 5 weeks at a work camp project under leadership of Crossroads Africa staff member.
PUTNEY STUDENT TRAVEL Putney, VT 05346	High school students: Europe, Africa, USSR. Junior high students: England and France. Family living. Summer.
SCHILLER COLLEGE EUROPE 283 Summit Ave. San Rafael, CA 94901	High school students. Summer program with European tour. 1 month. England, France, Germany, Spain.
SCHOLASTIC INTERNATIONAL 50 West 44th St. New York, NY 10036	Junior High students. 30 days in Europe in summer.

SCHOOL EXCHANGE SERVICE Council for International Educational Exchange 777 U.N. Plaza New York, NY 10017	Sophomores, juniors & seniors. Exchange with a school in Japan, England, France or Germany. 15 students and leader from foreign school visit U.S. school, while 15 American students and teacher visit foreign school. Annual direct exchange. Co-sponsored by the National Association of Secondary School Principals.
SCHOOL YEAR ABROAD Samuel Phillips Hall Andover, MA 01810	Juniors & seniors. Host family living, courses (at school) set up by sponsoring schools (Exeter, Andover, St. Paul's). Math given in English; English also offered. In Rennes, France and Barcelona, Spain. Full academic year.
WIDER HORIZONS PROJECT Foreign Policy Association 345 East 46th St. New York, NY 10017	High school students & teachers. Group of 15 with teacher-leader. France/Quebec. Francophone Immersion weekend.
YOUTH FOR UNDERSTANDING 2015 Washtenaw Ave. Ann Arbor, MI 48104	Ages 15-18. 8 weeks in summer in 23 countries. Total immersion in culture and language through family living. No travel. Also full year program in 7 countries where students attend local schools. No group experience.

There are also many programs run by individual schools which accept students from other schools. Many of these are listed in the NAIS Directory of Interim Programs, last published in 1975.

Prepared by Richard Hall and Theodore Gochenour

VI. MODEL GLOBAL STUDIES CURRICULUM

Statement of Philosophy

The philosophical basis for this curriculum unit requires enunciation, for the terminology and title reflect the stance: where one stands determines what one sees. With a global perspective, the concept of totality must be conveyed, and in this field, the total is more than the sum of the parts - a synergistic principle is involved. To appreciate and understand the pattern of a mosaic, a certain distance is required - it is not sufficient to note the characteristics of the various pieces. With this background the "international" or "intercultural" approach has been avoided for a species-oriented and planetary environment approach. Hence, this model curriculum is predicated upon a global perspective and a belief in the validity and necessity of dealing with contemporary issues from a standpoint of global consciousness. (For a fuller development of this theme, see Global Education, Long Range Goals by Lee Anderson; International Education: Good Citizenship or World Citizenship? by John Tucker, Florida International University - NCSS Atlanta presentation, 1976; and Attainable Global Perspectives by Robert G. Hanvey, Center for Global Perspectives, 1976.)

Methodology

With these comments in mind the following model is suggested as a framework which could be utilized in total by an individual teacher or a team - or parts could be abstracted for use within a variety of academic disciplines. It is designed to touch on a series of content and skill areas reflecting the needs of citizenship "for the 21st century." A non-sexist bias should pervade the content and teaching of the unit. This may require some editing and clarification of even recent resource material.

The suggested level is senior grade, though this does not imply that certain units or concepts cannot be introduced at any level of a school program.

Time allocation is tentatively suggested as a year's course, but this is extremely flexible. A team could program the model as a semester option or any one section could be incorporated into an on-going course.

It is assumed that students have been involved, in earlier grades, in courses dealing with the "local" community - whether town or state - in which environmental observations have been used

to sensitize them to the inter-dependent perspective as well as to the cultural-historical elements of the community. Assumed skills would include data collection, graphs, sampling techniques, as well as a firm grounding in historical studies and methodology.

It is also assumed that a variety of teaching techniques would be utilized and incorporated - creative arts, drama, artistic expression, simulations, case studies, debates, role-playing and scenario building, as well as the usual audio-visual presentations.

THE GLOBAL PERSPECTIVE - A SUMMARY

1. It is value-oriented: aimed at value clarification and realization of the existence of a world community.

2. It emphasizes the future and present - an initiative perspective. It encourages a positive conception of the future.

3. It is a species-oriented perspective, considering humankind as a single species.

4. Global studies considers issues as interdependent: world versus nationalist perspective.

5. Its orientation involves alternative systems or preferred world models.

6. It asserts that violence is an illegitimate method of dispute resolution.

7. The possibility of drastic system change is accepted.

FIVE APPROACHES

1. Historical Dimension of Global Studies

2. Planetary Environment

3. Futuristics

4. Conflict Resolution

5. Global Population and Resources

1. Historical Dimension of Global Studies

Objective

The purpose of this unit is to provide students with a knowledge of the historical method as well as to trace earlier attempts at global organization and consciousness. It is predicated upon the belief that any attempt to conceive of transitions into the future must be based on knowledge of past attempts to achieve a more liveable world. This means that students must have a grounding in seeking out historical sources, and the means to evaluate past endeavors. The objective should be to establish components of a transition model based upon historical analysis and leading to a conception of global organization.

Methodology

The basic method in this unit should be historical research: case studies and research projects based upon historical examples. The emphasis should be on events and trends which represented significant attempts at global order and structure involving cooperative effort. Students should be asked to prepare in-depth studies of such events as: Peace of Westphalia, 1648; Peace of Vienna, 1815; Congress of Berlin, 1878; The Hague peace efforts of the 1890's; the League of Nations; the Locorno and Kellogg-Briand pacts of the 1920's; the origins of the United Nations. Also, of a more contemporary nature, students could study the post WWII specialized U.N. efforts in such areas as human rights, international law, law of the sea, and nuclear proliferation. One could include such international efforts as studies of the International Court of Justice, international arbitration panels, and the highly specialized agencies such as the International Labor Office, the International Postal Union, and the General Agreement on Trade and Tariff, to name a few.

All of these substantive areas can be explored by students in light of the primary purpose of this unit: the discovery of historical models of international/global organization and cooperation. It is recommended that students be asked to present and defend their research before the class as this will maximize their involvement in the subject matter as well as perhaps develop further insight and analysis into the reasons for the success and/or failure of the effort.

Content (Suggested topics within a history unit)

A. Early efforts at international order based upon balance of power doctrine.
   1. Peace of Westphalia - 1648
   2. Congress of Vienna - 1815
   3. Congress of Berlin - 1878

   Each meeting could be studied separately or the three could be considered together as representative of the "nation-state is primary" conception of international order.

B. The Hague Peace Conferences of 1899, 1907. These two conferences represented an initial effort by European nations to outlaw war on ethical/moral grounds. Although each nation had its own pragmatic reasons for participating, the entire series of events make excellent material for study. Essential reading for this is Barbara Tuchman's Proud Tower, Chapter 5, "The Steady Drummer."

C. The League of Nations.
   1. Intellectual origins of the League with emphasis on Woodrow Wilson and American foreign policy.
   2. Organizational structure of the League: principles, operational efficiencies, outcomes directly tied to structure.
   3. Areas of League success: adjudication of crisis among lesser states.
   4. Major League failures: causes, results, alternatives.

D. The United Nations. Content material in this unit could focus on many issues, although the format could mirror the study of the League with greater emphasis and study into the structural nature of the U.N. and how it dictates policy and effectiveness. Particular emphasis should be placed on the many areas in which the U.N. has succeeded, especially in the economic/social arena.

   U.N. resolutions and conferences on such subjects as human rights, international rights, international law and law of the sea make excellent subject matter for study. Specialized agencies such as International Labor Office, the International Postal Union, General Agreement on Trade and Tariff, and the World Bank all reflect areas of considerable success and progress towards a global awareness and system.

Sources

A. For works on the early period:
   1. For Westphalia: C.V. Wedgwood, The Thirty Year's War
   2. For Congress of Vienna: C.K. Webster, The Congress of Vienna, 1814-1815; G. Feviero, The Reconstruction of Europe: Talleyrand and Congress of Vienna; H. Nicholson, Congress of Vienna
   3. For Congress of Berlin and Bismarckian system: W.L. Langer, European Alliances and Alignments - 1871-1890

B. For Hague period:
   1. James B. Scott, ed., The Hague Peace Conferences of 1899, 1907 (2 vols.)
   2. Calvin Davis, The U.S. and the First Hague Peace Conference
   3. William I. Hull, The Two Hague Conferences

C. For League of Nations period:
   1. S.P. Duggan, The League of Nations
   2. P.J.N. Baker, The League of Nations at Work
   3. C.K. Webster, The League of Nations in Theory and Practice

D. For the United Nations we recommend that students seek out specialized studies. Inis Claude's Swords into Plowshares is one of the better generalized works. Also, see the special syllabus devised by the United Nations International School, 24-50 East River Drive, New York, NY 10010, for the International Baccalaureate.

2. The Planetary Environment

Objective

To appreciate the unique environment of the third planet.

Content

Astronomical dimension, inter-planetary exploration, planetary exploration, planetary comparison (size, atmosphere, movements, temperature range, surface features). With the third planet (Earth), precipitation and vegetation zones would be added.

General Guidelines

This study lends itself to a comparative approach where the characteristics of the various planets including the Earth's moon are researched and presented in tabular form. Calculating possible scale models of the inner solar system introduces the concepts of the astronomical dimension involved. The perspective pervading the unit should be that of the Apollo or Lunik program where the Earth is viewed as a whole and current events in either space program should be incorporated (e.g. Viking-Mars Landing '76). Local aerial photos and regional space photos should be used to make the link between the student's location and the space dimension.

The second part of this unit should be a general study of the Earth itself, noting environmental diversity, which will be the background for later studies in population, and hospitable and inhospitable environments. It is highly desirable that a class set of 12" vegetation colored globes be used to note land/water distribution.

Resources

Periodicals. The latest information on planets should be checked from the Periodical Index, e.g. National Geographic, Scientific American, etc.

Films. "Dealing with the Power of Ten" is excellent for introducing the space dimension. Available in Canada for rent from Canadian Film Institute, 303 Richmond Road, Ottawa. Others are

available from NASA, Washington, DC 20502. Check the Soviet embassy for Soviet films.

Dymaxion maps. These are excellent for mapping global detail as they can be folded into simulated globes by students. Available from Buckminster Fuller, 3500 Market Street, Philadelphia, PA 19106.

Space photos. Good photographs are available from EROS Data Center, Sioux Falls, South Dakota 57198.

Filmstrips. "Earth Without Man" is good for exploring planetary environments. Available from Visual Publications, 716 Center Street, Lewiston, NY 14092.

Globes. One of the best available is the "Land and Sea" globe available from Replogle Globes, Inc., 1901 N. Narragansett Street, Chicago, IL 60639.

Planetariums. Visits to the nearest planetariums and observatories should be included if possible, as well as some night-time observations.

Conclusion

Even a shortened version of the above unit might be considered a pre-requisite to a follow-up unit on the characteristics and needs of the species Homo Sapiens. This should take the same total approach, noting numbers, global growth rates and distribution compared to other primates. The needs of humanity lead into traditional resource studies with the proviso that de-nationalized data should be used as far as possible.

3. Futuristics

Objective

The purpose of this unit is to provide students with a basic methodology for studying the future. The underlying assumption here is that the future is still to be determined and that students can, through careful analysis and thought, develop alternative futures based on preferred values about the future.

Methodology

The fundamental methodology here is scenario-building. This process involves the students in creating, through analysis and research, models of the future. The emphasis in scenario-building is to define goals, project present trends, and create alternative futures, both good and bad. Within the context of scenario-building some other methodologies are useful. A scenario built on future medical technology might involve a trip to a research laboratory involved in transplants. A scenario built of a future political system might involve a class debate over alternative future political values. An important consideration in futuristics as they are applied in the classroom is the selection of quality source material. Many students are initially skeptical of future studies and they can be quickly won over with the use of superior sources, of which there are many.

Content

Each of the suggested topics has validity in and of itself, and could be used as the majority of a unit on futuristics.

A. Concept of Humanity. Definitions of man through the ages as a basis for the concept of man in the future. Human nature, society and institutions would be three possible sub-headings in an attempt to start with the question "what is humanness?"

B. Predictions techniques. Methods to assess present-day events and make predictions; trend analysis, statistics, predictions by leading citizens; surveys for value analysis.

C. War/Violence. Past origins of war, possibilities in the future. Dr. Strangelove approach? Technology and the sources of war.

D. Work/Leisure/Technology. Definitions of these terms and sources of possible alteration. Service v. product nature of post-industrial society. Need for leisure in over-populated world. Technology as savior?

E. Intelligence/Genetics. Issue of basis for intelligence and concept of "social engineering." Medical advances v. social policy. The alpha, beta, gamma society.

F. Media. Role of communications in present-day (the message is found in the medium). Use of propaganda. Education and media. Entire concept of entertainment.

G. Politics/International. Domestic and international change in politics. Democracy or tyranny? Alternative future to power/might equation of 20th century.

H. Cities/Population. Urban v. rural in the future? Nature of human organization and economic structure.

Most all of the above topics lend themselves to simulations, cross impact matrices, position papers, interdisciplinary methodologies. Science fiction is an excellent approach to many of the above as almost all the areas have been explored by legitimate writers.

Resources

Two general books of great use to teachers interested in this subject are Learning for Tomorrow, ed. Alvin Toffler, and Creating the Future, Beitz and Washburn. The Toffler book contains several very useful articles including one detailing a futures course. The Beitz and Washburn book has a broad listing of places and sources for dealing with many of the above subjects.

Several classics around which to structure a course include:

Plato, The Republic
More, Utopia
Bellamy, Looking Backward
Huxley, Brave New World
Orwell, 1984
Clarke, Profiles of the Future

Several heavy books useful for either background or advanced students include the following:

Bell, D., ed., Toward the Year 2000
Bell, W., The Sociology of the Future, Russell Sage, 1971
Boulding, K., The Meaning of the 20th Century, Harper, 1970
Kahn & Weiner, The Year 2000, Macmillan, 1967
Skinner, Beyond Dignity and Freedom, Bantam, 1972
Teich, A., ed., Technology and Men's Futures, St. Martin's, 1972
Toffler, ed., The Futurists, Random House, 1972

Write to Center for International Programs and Comparative Studies, NY State Education Department, 99 Washington Ave., Albany, NY 12210 for a Bibliography on Future Studies by William Nesbitt.

4. Conflict/Resolution

Objective

The purpose of this unit is to provide students with a framework whereby to study the nature of conflict and its peaceful resolution. This study is underpinned by a strong value orientation toward peace and non-violence. It is not a strict quantitative approach based on statistics but rather a humanistic model based on man and his needs.

Methodology

Several assumptions and methodologies are basic to any course on conflict/resolution. First, it must be a multidisciplinary approach involving substantive input from a variety of subjects, including psychology, economics, political science and history. Second, the study of conflict/resolution must proceed through various levels, from an inquiry into the origins of conflict, conflict management, conflict resolution, to a study of alternative global systems to replace conflict. Each of these levels can be studied independently or as an integrated whole.

Methodologies whereby to teach about conflict/resolution abound and should be suited to the particular circumstances of the curriculum in which they are used. However, several broad approaches are suggested. They include: case study method with historical data, personality studies with psychology, statistical data research with economics, and peace-keeping mechanisms with political science. Cutting across these methodological lines would be a non-violence approach, which could incorporate all of the suggested

techniques as well as some excellent real-life situations. It is vitally important that any curriculum work in conflict/resolution come from a positive peace perspective. To consider peace the absence of war negates the process for it does not get to the roots of human conflict.

Content

A. Origins of Human Conflict: Consideration of the question of man's nature. This unit must succeed in establishing the fact that man may have aggressive instincts but that interpersonal conflict originates primarily due to institutional causes. Readings from psychology and observations of adolescent behavior are two good approaches here.

B. Conflict and Society: consideration of the question of what forces, conditions and factors innate in human society make for conflict. Comparative biological studies is an excellent approach here as it explores the question of what unique things about human society make conflict probable. Generalizations here will likely be normative and require acceptance of the fact that some form of system change will be necessary in order to reduce sources of conflict.

C. Disarmament: consideration of a more traditional approach to the resolution of international conflict. This is a one dimensional approach, yet it provides many concrete areas for study, from both historical and political science perspectives.

D. Peacekeeping-Institutional Mechanisms: consideration of the variety of mechanisms already available for retaining the peaceful world. This would involve national/international procedures, governmental and non-governmental, whereby peace is maintained. International law, U.N., and regionalism would be possible sub-topics here.

E. Dispute Settlement. This topic can focus on the mechanisms, personal, political and normative, which function during the process of dispute settlement. Numerous examples exist within school environments which can be used as the subject. Emphasis on simulations and gaming is effective in this area for students can actually participate in dispute and its resolution.

Resources

Several general sources which would provide important background would include Teaching Youth about Conflict and War, Nesbitt and Abramowitz; The Causes of War, Cramer; Peace is possible, Hollins; To End War, Pickus and Woito (an excellent bibliography).

Several important sources under various headings:

Psychology

Pear, T.H., Psychological Factors in Peace and War
Sherif, Intergroup Conflict and Cooperation: "The Robber Cave Experiment"

Political Science

Waltz, Man, State and War
Falk and Mendlovitz, Strategy of World Order
Lewin, The Report from Iron Mountain
Lewis, Military-Industrial Complex
Snelling, Arms and Influence
Journal of Conflict Resolution
Journal of Peace Research

Organizations (See Organizational Resources List for descriptions and addresses.)

Center for Global Perspective
Institute for World Order
Canadian Peace Research Institute

Many other sources exist, from college curriculums to institutes and organizations producing materials in the field. Many excellent films are available, described in The War/Peace Film Guide by Lucy Dougall, World Without War Education Fund, 7245 South Merrill Ave., Chicago, IL 60649.

5. Global Population and Resources

Objective

The purpose of this unit is to note and understand the characteristics and needs of the species Homo Sapiens in terms of population (growth rate and distribution) and global resources (distribution and consumption).

Methodology and content

This unit lends itself to a mutual inquiry exploration study where students can analyze data within general guidelines.

The characteristics of the species can be initiated by a comparison with other biological primates. Basic needs can be compared before leading into the technological needs of humankind. For example:

Needs

Food - a study of one example might be rice: climate requirements, methods, distribution shortages
Metals - a study of iron: occurence, extraction methods, uses, distribution
Energy - a study of oil, natural gas resources, uses, consumption, alternatives

Future needs

New sources of food, new materials, alternative energy sources. Analysis of population growth rate, factors affecting this, mortality and fertility rates, population concentration ratios.

An extension of this unit can lead into other needs such as education through a review of the Universal Declaration of Human Rights and a critical analysis of the United Nations specialized agencies such as the Food and Agricultural Organization, UNESCO and the World Health Organization.

Resources

Traditional sources will provide the material for much of this unit as will de-nationalized materials which are becoming more numerous. United Nations publications such as the World Bank's news magazine, Finance and Development, are free to schools and provide data on world economic disparity - though the data may have to be processed to be useful.

Background reading could include Our Endangered Planet, R. Falk, and World Without Borders, Lester Brown. Other useful sources include World Military and Social Expenditure, Ruth Sivard (available @ $2.00 from World Without War Bookstore in Chicago), and a United Nations study, Economic and Social Consequences of Disarmament, 1964.

Prepared by Jacob Dresden and Duncan Graham

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VII. ORGANIZATIONAL RESOURCES

Since there are numerous organizations concerned with aspects of international education and global studies, an exhaustive bibliography is an impossibility. The list that follows contains information on those organizations that might be of most use to independent schools. It especially emphasizes those with a broad purpose and with channels making it possible for the internationally-minded teacher to find out more. A special effort has been made to include organizations abroad or ones with a transnational affiliation.

AFRICAN-AMERICAN INSTITUTE
833 U.N. Plaza
New York, NY 10017
Contact person:
Evelyn Jones Rich

Can provide bibliographies, teaching kits and other materials for teaching about Africa.

AMERICAN FREEDOM FROM HUNGER FOUNDATION
1625 Eye St., NW
Washington, DC 20005
Contact person:
Gerald E. Connolly

Publishes a variety of materials that can be used in schools on the problem of hunger in the world, including an "Action Handbook."

AMERICAN FRIENDS SERVICE COMMITTEE
15 Rutherford Pl.
New York, NY 10003
Contact person:
Jack Patterson

This organization has developed considerable sophistication in materials and programs for schools. The "Hunger on Spaceship Earth" packet is excellent. Also materials on the Middle East and other areas.

AMERICAN UNIVERSITIES FIELD STAFF
3 Lebanon St.
Hanover, NH 03755
Contact person:
James Oswald

This organization, which is very visible at social studies conferences, produces a vast array of materials on world cultures, especially Africa and Asia. They also have some first-rate simulation games. Send for publications list.

THE ASIA SOCIETY
112 East 64th St.
New York, NY 10021
Contact person:
Loretta Ryan

An excellent resource organization for anyone teaching about Asia. Worth a visit to the beautiful building for the art and

materials collection when in the New York City area. Send for results of their "Textbook Evaluation Project" and their various bibliographies.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
1701 K St., NW
Washington, DC 20006
Contact person: Charles A. Speiker

Independent schools should become familiar with this organization and its annual conference. Publishes a number of materials of use to schools interested in global affairs and problems, including "World Problems or Promises."

CANADIAN PEACE RESEARCH INSTITUTE
25 Dundana Ave.
Dundas, Ontario
Canada
Contact person: Hanah Newcombe

Publishes a variety of materials on conflict resolution, some of which can be used by students.

CENTER FOR INTERNATIONAL PROGRAMS AND COMPARATIVE STUDIES
New York State Education Dept.
99 Washington Ave.
Albany, NY 12230
Contact person: Norman Abramowitz

Independent schools will find its services very useful. Its staff are frequent participants at history and social studies conferences around the country. A variety of materials are available at little or no cost on such subject areas as War-Peace Studies, Asian Studies and African Studies. "The July 1914 Crisis, A Case Study of Escalation and Misperception" and the accompanying simulation game, "The Alpha Crisis Game" will add excitement and an interdisciplinary approach to your European history courses.

CENTER FOR GLOBAL PERSPECTIVES
218 East 18th St.
New York, NY 10003
Contact person: Tom Collins

Formerly know as the Center for War/Peace Studies, this organization has emerged as the largest in the field of global studies. They have a school service program and offices or projects in California, Colorado and Connecticut as well as New York City. Their periodical, Intercom, is a gold mine of information and practical classroom suggestions. For examples, see #75, "Teaching Global Issues through Simulation Games" and #78, "Teaching Interdependence." Extensive publications include such areas as conflict studies and interdependence. A large new grant from a major foundation further increases their future impact.

CENTER FOR WORLD EDUCATION
College of Education and Social Services
University of Vermont
Burlington, VT 05401
Contact persons:
David Shiman or David Conrad

A knowledgeable organization that can help teachers who want to do more with global issues. They have a newsletter, can help with workshops and consult with schools. Some publications.

COPRED (Consortium on Peace Research Education and Development)
Institute of Behavioral Science
University of Colorado
Boulder CO 80302
Contact person:
Paul Wehr

While its main focus has been on university education, it does have a precollegiate interest. For example, schools might find the slide program on peace education a useful A/V kit.

GLOBAL EDUCATION ASSOCIATES
552 Park Ave.
East Orange, NJ 07017
Contact person:
Jeffrey Brown

A concerned and values-oriented group that conducts workshops on global issues and world order.

INSTITUTE FOR EDUCATION IN PEACE AND JUSTICE
3700 West Pine Blvd.
St. Louis, MO 63108
Contact person:
Mary Ann McGivern

Have developed interesting and useful as well as inexpensive materials, including simulation games on peace studies and world hunger.

INSTITUTE FOR WORLD ORDER
1140 Avenue of the Americas
New York, NY 10036
Contact person:
Betty Reardon

This organization has long been a leader in the field of global education and has many transnational contacts. They conduct workshops on such topics as disarmament, human rights and world hunger. Some of their materials are published by Random House (for example, "Peacekeeping") and are most useful for secondary school courses. They have also produced simulation games, films, filmstrips and other materials.

INTERCULTURE ASSOCIATIONS, INC.
Box 277
Thompson, CT 06277
Contact person:
Henry Ferguson

A leader in materials for world culture studies, producing many books a year. Units on Africa and Asia.

INTERNATIONAL BACCALAUREATE OFFICE
Palais Wilson
1211 Geneva 14
Switzerland

INTERNATIONAL BACCALAUREATE - NORTH AMERICA
888 Seventh Ave.
New York, NY 10019
Contact person: Charles Rose

The International Baccalaureate Office provides a rigorous set of syllabi in the major disciplines. The two-year program, designed for 16 to 18 year olds in an international or national school culminates in internationally administered examinations, now recognized by most major universities of the world. In the United States, those holding the diploma of the IB are granted advanced standing as sophomores.

INTERNATIONAL SCHOOLS ASSOCIATION
Case Postale 20
CH 1211 Geneva 14
Switzerland

A main purpose is to harmonize international curricula and promote international understanding. Membership includes some eighty schools in twenty-five countries. Conducts annual conferences and publishes the ISA Magazine of children's writing and the ISA Bulletin of news from member schools and educational developments of the U.N.

INTERNATIONAL COUNCIL ON EDUCATION FOR TEACHING
1 Dupont Circle, NW
Washington, DC 20036
Contact person: Frank H. Klassen

An international, non-governmental organization with over 1,000 members in 75 countries that provides a worldwide network of internationally-minded teachers. It sponsors annual world assemblies, research, surveys, workshops, consultative assistance, and exchange programs. A major purpose is the "infusion of an international dimension into teacher education."

JOINT COUNCIL FOR ECONOMIC EDUCATION
1212 Avenue of the Americas
New York, NY 10017
Contact person: S. Stowell Symmes

The major resource organization in the area of economics. Publishes a wealth of materials, including Educational Games and Simulations in Economics.

MANAGEMENT INSTITUTE FOR NATIONAL DEVELOPMENT
230 Park Ave.
New York, NY 10017
Contact person: J. Carlisle Spivey

MIND has some challenging and carefully developed materials on global development, including their "Model Curriculum." Also, schools may find the "World Food Supply" materials helpful.

MID-AMERICA CENTER FOR GLOBAL PERSPECTIVES IN EDUCATION
Indiana University
513 North Park
Bloomington, IN 47401
Contact person:
James Becker

Principal outreach is the states of Illinois, Indiana, Kentucky, Michigan and Ohio. Has a list of individuals and organizations involved in global education in the five states and publishes "News and Notes on the Social Studies" from Indiana University.

NATIONAL CATHOLIC EDUCATION ASSOCIATION
1 Dupont Circle, NW
Suite 350
Washington, DC 20036
Contact person:
Brother John Olsen

A major concern is peace education. Publishes a magazine, Momentum and other materials.

NATIONAL COMMITTEE ON UNITED STATES-CHINA RELATIONS
777 United Nations Plaza
New York, NY 10017
Contact person:
Peggy Blumenthal

Its work includes exchanges with the Peoples Republic of China. Also publishes a list of resource organizations and publications and a newsletter, "Notes from the National Committee."

NATIONAL COUNCIL FOR THE SOCIAL STUDIES
1200 17th St., NW, Suite 405
Washington, DC 20036
Contact person:
Brian Larkin

While its focus is the broad field of social studies, this organization is concerned with global education also. Publishes Social Education and a variety of other materials. For example, Teaching Youth about Conflict and War in the "Teaching Social Studies in an Age of Crisis" series is a combination of theory and nuts-and-bolts classroom exercises that independent schools will find highly useful.

NATIONAL EDUCATION ASSOCIATION
1201 16th St., NW
Washington, DC 20036
Contact person:
Braulia Alonso

This large organization conducts teacher exchanges with other countries and cooperates with a number of international organizations, including UNESCO. It has assembled a Peace Studies Exposition in connection with the Bicentennial.

OFFICE OF INTERCULTURAL EDUCATION
School of Education
Boston University
765 Commonwealth Ave.
Boston, MA 02215
Contact person:
Edmond T. Parker

Involved with curriculum development, workshops and educational

travel among many things. Publishes a newsletter and curriculum materials.

ONE WORLD TRUST
37 Parliament St.
London SW 1
England
Contact person:
Robin Richardson

This organization is an excellent source of information about what is going on in the United Kingdom in global studies. Has some of its own materials available.

OVERSEAS DEVELOPMENT COUNCIL
1717 Mass. Ave., NW
Washington, DC 20036
Contact person:
Jayne Miller Wood

One of the very best in the field of development. Its resource book, Focusing on Global Poverty and Development, is a gold mine of materials for teaching about the Third World. Also has an Interorganizational Commission on International Education.

OXFAM-AMERICA
302 Columbus Ave.
Boston, MA 02116
Contact person:
John Rogers Flather

A transnational organization with an outstanding record of work with the Third World and better understanding of development problems in the First World. A number of publications are available, including a simulation game on development.

PEACE STUDIES PROGRAM
American Friends Service Committee
980 N. Fair Oaks Ave.
Pasadena, CA 91103
Contact person:
Betty Cole

Has a variety of materials, bibliographies, teaching aids and services to help teachers.

UNESCO ASSOCIATED SCHOOLS PROJECT
U.S. Liaison Committee
United Nations Association Center
833 U.N. Plaza
New York, NY 10017
Contact person:
Adelaide Kernochan

Principally concerned with coordinating and developing the Associated Schools Project in the U.S. A number of independent schools, especially in Connecticut, have served as pilot schools. Its transnational nature and contact with hundreds of schools around the world make this a unique opportunity. Publishes a newsletter with useful information about summer opportunities for students and teachers as well as on what member schools are doing.

UNITED NATIONS ASSOCIATION OF THE U.S.A.
345 East 46th St.
New York, NY 10017
Contact person: Steven J. Noble

Has a school service program, can arrange workshops, and provides materials for schools. An invaluable source of information about the international, especially the UN, scene, is its monthly, "The Interdependent." Teachers will find the newly up-dated and expanded "Teaching Materials on the UN: An Annotated Bibliography for Elementary and Secondary Schools" very useful.

UNITED NATIONS OFFICE OF PUBLIC INFORMATION
Room 1045 B
United Nations
New York, NY 10017
Contact person: Sally Swing Shelly

This office can tie schools in the New York area with the UN and its affiliated organizations. Can help arrange UN visits. A list of publications is available.

U.S. COMMITTEE FOR UNICEF
331 East 38th St.
New York, NY 10016
Contact person: Donald N. Morris

The school service is highly informed and helpful in arranging workshops and providing materials. A number of inexpensive materials and visuals are available at both the elementary and secondary levels.

WIDER HORIZONS PROJECT
School of Education
Boston University
765 Commonwealth Ave.
Boston, MA 02215
Contact person: Lyman Carter

WIDER HORIZONS PROJECT
Foreign Policy Association
345 East 46th St.
New York, NY 10017

This organization has established a number of programs for studying global issues. Supportive materials are provided with the programs.

WORLD AFFAIRS MATERIALS
2676 Bedford Ave.
Brooklyn, NY 11210
Contact person: Leonard Kenworthy

A great variety of world affairs and culture studies materials available, including many for elementary and middle school grades.

WORLD FUTURE SOCIETY
4916 St. Elmo Ave. (Bethesda)
Washington, DC 20014
Contact person:
James Stirewalt

Future studies is an exciting and rewarding interdisciplinary approach to the problems the world is facing and what might be done about them. The WFS sponsors teacher workshops and other programs that involve precollegiate education. Its magazine, The Futurist, is excellent. Also has a book service.

WORLD WITHOUT WAR COUNCIL
175 Fifth Ave.
Suite 2105
New York, NY 10010
Contact person:
Robert Pickus

WORLD WITHOUT WAR COUNCIL
1730 Grove St.
Berkeley, CA 94709

WORLD WITHOUT WAR COUNCIL
7245 South Merrill Ave.
Chicago, IL 60649

Can help schools in a variety of ways, including with workshops and materials. Its publications list is one of the best and most extensive in the war-peace studies field.

Prepared by William Nesbitt